

How Can We Develop an Effective Program of Education for Life Adjustment

HARL R. DOUGLASS

1. *The program should be interpreted* to the faculty, pupils, and community so that agreement may be secured on undertaking it before the actual task of setting it in motion is begun.
2. *The philosophy* and fundamental principles upon which to base the program within the individual school *should be formulated through co-operative study and planning* of all faculty, pupils, and laymen.
3. *The existing educational setting*—pupils, community, and educational program—*should be studied* and evaluated in terms of the proposed philosophy and objectives to determine its strong and weak points and thereby formulate a basis for a plan of action.
4. A plan of action should be developed co-operatively with consideration of the following points:
 - a. *An over-all, long-term plan should be formulated* to insure comprehensiveness, to mesh various specific projects into the general pattern of the total program, and to promote effective use of time, facilities, and personnel.
 - b. *The faculty should decide co-operatively the projects on which to begin* and the extent to which modifications will be attempted.
 - c. *A method of attack should be developed.* The following illustrations are offered as suggestions:
 - (1) The whole faculty may engage in solving some problem or they may decide that it should be better to confine the experimentation to a small group of teachers working on a single project.
 - (2) A single subject field (or several of them) may be modified to contribute more effectively to life adjustment objectives.
 - (3) One or more broad aspects of the educational program, such as the curriculum, the guidance program, or pupil activities, may be modified to serve life adjustment objectives better.
 - (4) New required courses may be developed to replace outmoded courses, such as subject matter courses, broad fields, core curricula, or general education courses.

Harl R. Douglass is Director of the College of Education, University of Education, Boulder, Colorado.

* An outline of the talk presented before Discussion Group I.

- (5) More effective vertical and horizontal articulation and correlation may be developed within subject fields and across subject-field boundaries.
- (6) Special curricular and related projects may be developed to care for common needs of given groups of pupils at any particular time; for example, a work-experience program and short courses dealing with driver education, child care, home nursing, and other more specific vocational needs.
- d. *Criteria relating to the method of attack and care for evaluating progress should be set up.*
 - (1) Objectives may be formulated for courses of study or for specific projects.
 - (2) Criteria may be determined pertaining to degree of pupil participation, scope of the needs beings met, attainment of predetermined goals, and so forth.
 - (3) Criteria may be set up to measure extent and effectiveness of teacher participation and usefulness of various means of implementation.
- e. *Methods of working together to develop the plan should be formulated* by committees organized under the direction of selected school personnel.
 - (1) Special committees may be set up under the direction of a steering committee, each being responsible for some area, such as guidance or pupil activities, or for some subject field, such as English, social studies, or agriculture.
 - (2) If one project alone is undertaken, there may be need for only one committee composed of those most interested.
 - (3) Provision should be made to use qualified pupils and laymen as advisory and active participants in committee work.
- f. Teachers who are especially qualified and interested should be urged to *apply the principles of life adjustment education to their own subject field(s) and to encourage and assist others.*
- g. Any plan of action should include *an organized program to inform all concerned in the school and the entire community of the developments and progress.*
- 5. Provision, budgetary and other, should be made to *utilize, periodically, educational consultants for all phases of working on the program.*
- 6. An in-service training program should be set up.
 - a. *Administrators and supervisors should provide understanding leadership* in developing the program. The success of any in-

service program greatly depends upon the attitude of the administrator and his ability to get teachers to participate in developing a program.

- b. *Time during the school day should be provided for teacher study and planning.* Schedules can often be made to release teachers who are working on the same problem or project during the same period.
 - c. *Time prior to classes in the morning and following the adjournment of school in the afternoon may be used* within reasonable limits. In-service activities carried on during these times should be based on problems which are related to the real needs of teachers. Usually small groups or committees work more effectively than the total faculty.
 - d. *A block of time (at least a week) probably before the opening of school in the fall should be provided in the yearly schedule* for presession and postsession planning without other teaching commitments. There must be careful planning so that each teacher involved has a clear concept of the job to be done.
 - e. *Appropriate professional materials, such as books, monographs, and periodicals, should be made available* for use by the faculty. It follows that plans should be developed co-operatively to assist teachers in using and applying these materials.
 - f. *Workshops should be established by individual schools (and school systems) which focus on their particular problems.* These may be held during the presession or postsession planning weeks or during the school year at a designated time before or after school.
 - g. *Teachers should also be encouraged to participate in workshops and summer-school courses* offered by colleges. Boards of education see great value in summer professional experiences of teachers and are often willing to subsidize these activities.
 - h. *Consultants who are specialists in subject areas, general education, guidance, curriculum, and the like should be used.* It is possible that some consultant service will be made available at little cost through the state committee. However, it is desirable that budgetary provisions be made for the consultant service which is needed.
 - i. Since there is a large turnover of personnel in many school systems, it is important that particular attention be given to developing an effective program for the induction of new teachers.
7. *All phases and activities, including the in-service training program, should be evaluated periodically* to determine progress made and effectiveness of procedure employed.